<table>
<thead>
<tr>
<th>Instructional Segment</th>
<th>Connecting Themes</th>
<th>Forming a New Nation</th>
<th>Challenges of a New Nation</th>
<th>The Nation Expands</th>
<th>Civil War and Reconstruction</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Time</td>
<td>1 Week</td>
<td>9 Weeks</td>
<td>8 Weeks</td>
<td>9 Weeks</td>
<td>7 Weeks</td>
<td>2 Weeks</td>
</tr>
<tr>
<td>GSE For Social Studies</td>
<td>NA</td>
<td>SS4H1, SS4CG1a, SS4G2a</td>
<td>SS4H2, SS4CG1b-d, SS4CG2, SS4CG3</td>
<td>SS4H3, SS4H4, SS4E1a, SS4E1d, f, SS4G1, SS4G2b</td>
<td>SS4H5, SS4H6, SS4E1c, SS4G1b</td>
<td>SS4E1a-f, SS4E2</td>
</tr>
<tr>
<td>Key Concepts</td>
<td>Beliefs &amp; Ideals</td>
<td>Causes, events, and results of the American Revolution</td>
<td>The Articles of Confederation</td>
<td>War of 1812</td>
<td>Causes of the Civil War</td>
<td>Opportunity cost, price incentives, specialization, voluntary exchange, trade, technology’s impact on business productivity in historical contexts</td>
</tr>
<tr>
<td></td>
<td>Conflict &amp; Change</td>
<td>Explain the Declaration of Independence</td>
<td>The Constitutional Convention</td>
<td>Impact of westward expansion on American Indians</td>
<td>Major Events the Civil War</td>
<td>Personal budgets and decision making</td>
</tr>
<tr>
<td></td>
<td>Distribution of Power</td>
<td></td>
<td>The Preamble Our form of government and checks &amp; balances</td>
<td>Territorial Expansion</td>
<td>Effects of the Civil War Social and Political</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals, Groups &amp; Institutions</td>
<td></td>
<td>The First Amendment</td>
<td>Abolitionist and Suffragist movements</td>
<td>Effects of Reconstruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location</td>
<td></td>
<td>The Bill of Rights</td>
<td>Opportunity cost and voluntary exchange in historical context</td>
<td>Economic specialization in historical context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Movement/Migration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Connecting Themes/Enduring Understandings Used in 4th Grade Social Studies

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

- **Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
- **Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.
- **Distribution of Power:** The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.
- **Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- **Location:** The student will understand that location affects a society’s economy, culture, and development.
- **Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.
- **Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.
- **Technology Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Sumter County Intermediate Curriculum Map
Edited August 2021